GFM Quality & Improvement Policy

Rationale

The GFM Quality and Improvement Policy will secure outstanding standards of education for the learning community via structured monitoring, evaluation, moderation and improvement processes.

Aims

- To ensure exceptional standards of education for all students by supporting staff and creating challenging learning environments that provide a thriving learning community.
- To create confidence in accurate school judgements by ensuring strategies and outcomes are visible, measurable and moderated to a high standard.
- To ensure the aspirations of the learning community are exceeded by offering expert practitioners robust pathways to flourish.
- To apply the GFM PRISM approach to appraisal, recognizing the breadth of skills and talents that combine to make an outstanding practitioner *(see appendix 4)*

Roles & Responsibilities

Executive Leadership Team: Ensure systematic and rigorous quality assurance and timely self-evaluation across the school. Have confident oversight of staff performance, strategic planning across the school and guide leaders to execute effective self-evaluation and action planning procedures.

Leadership Team: Fully implement and maintain quality assurance systems and use evaluations and data to guide targeted school improvement. Monitor areas of responsibility, ensuring alignment with QA calendars and providing feedback for improvement.

Local Advisory Board: work in partnership with the school and use quality assurance to understand its strengths and weaknesses for strategic planning.

Procedures for Review and Evaluation

Whole School Level: Regular review by ESLT through feedback from external advisors, inspectorate, corporate specialists, data evaluation, surveys, audits and strategy meetings.

Leadership Team Level:

I.   Curriculum Team Leaders: conduct routine reviews of student outcomes, curriculum plans, and assessment data. They also provide support and implement interventions and improvements.

II.   Pastoral Team Leaders: continually monitor pastoral care, students' personal and emotional development and attendance, ensuring tutor groups are well-managed.

III.   Individual Level: All staff are encouraged to continually reflect on and evaluate their professional practice.

Tools for Quality & Improvement

A variety of quality improvement (QI) tools and methods are used, applied throughout the academic calendar. The tools and methods used vary to ensure insights via 'snap shots' through to longer 'trends over time' offering accurate information to facilitate strategic planning. QI tools and methods used may include (but are not limited to):

Lesson observations and Learning walks *(see appendix 2 and 3)*

Curriculum Deep Dives

Internal and external surveys, SWOTs and audits

Analysis of pupil outcome data

Pupil's work scrutiny

Stakeholder feedback

Staff appraisal (PRISM)

Moderation against cluster, local, national and international standards

External feedback from inspections and consultant/advisory visits

Analysis of compliance data (safeguarding, attendance, health and safety)

The routine and forensic analysis of the information gathered is used to prioritize and focus on strategic planning which will include SMART targets, clear intent, timely implementation of actions and critical deadlines.

The QI tools and strategies are organized into an annual cycle (**Appendix 1**) to ensure information is gathered at the most appropriate time to optimize opportunity for evaluation and action.

A robust QI system is essential to ensure consistency at GFM. By fostering accountability, continuous improvement, and reflective practice, the school can excel at national standards, develop high performing staff, and secure an outstanding reputation with parents and stakeholders, ultimately creating a thriving learning environment for all.

'To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'

Appendix 1

Quality Improvement Annual Cycle

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3	End of Year
Lesson observations (LO) Learning walks	Focused learning walks ECT LOs New to school LOs	Focused learning walks	Focused learning walks	Focused learning walks	Focused learning walks	
Deep Dives		1 X core 1 x non-core	1 X core 1 x non-core	1 X core 1 x non-core		
Internal/external surveys, SWOTs and audits	Departmental SWOT Strategic plan 25-day Action Plan	25-day Action Plan	25-day Action Plan	25-day Action Plan		Departmental SWOT
Analysis of pupil outcome data	Baseline CAT 4	DD1		DD2 UK Year 4 Times Tables Test	UK Phonics screening	DD3
External Public Exams		NGRT		NGRT	NGRT	
Pupil's work scrutiny	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
Stakeholder feedback		Gems Parent Survey LAB Visits	Staff Survey	LAB Visits	LAB Visits	
Staff appraisal (PRISM)			Midyear appraisal		Year-end appraisal	
Moderation against cluster, local, national and international standards	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
External feedback from inspections and consultant/advisory visits		CSV	KHDA Inspection	BSO Inspection		
Analysis of compliance data (safeguarding, attendance, health and safety)	Half termly attendance checks Compliance visits	Half termly attendance checks Compliance Visits	Half termly attendance checks Compliance Visits	Half termly attendance checks Compliance Visits	Half termly attendance checks Compliance Visits	

Appendix 2

PRISM Lesson Observation Procedure and Guidance

Rationale

At GFM, we believe that regular lesson observations are a crucial part of our Performance Review and Improvement Strategy Model (PRISM) and our commitment to continuous improvement and

3

'To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'

professional development. Observing lessons allows us to ensure high standards of teaching and learning, support our teachers in their professional growth, and ultimately enhance the educational experience for our students. Through structured feedback and collaborative discussions, we aim to foster a culture of reflective practice and ongoing improvement within our teaching community.

Observation Schedule

To achieve our objectives, we aim to complete a minimum of two lesson observations for each teacher per academic year. These observations may include observations by senior leaders, line manager, peers or external consultant. This approach ensures a comprehensive and diverse perspective on teaching practices, promoting a supportive and developmental environment. Each lesson observation will normally last a minimum of 40 minutes. This duration allows observers to gain a thorough understanding of the teaching and learning dynamics within the classroom, capturing a representative snapshot of the lesson structure, content delivery, impact of strategies, student engagement, and classroom management.

Purpose and Process

Observations support staff in identifying strengths and areas for development when measured against national expectations and corporate standards. Following each observation, a feedback session will be scheduled where the observer and the observee can engage in a reflective dialogue and share the recorded outcome. Collective data is also used by the school to identify areas for improvement. This conversation will focus on:

•Strengths: Highlighting effective teaching strategies, classroom management techniques, and student engagement practices.

•Areas for Development: Identifying specific aspects of the lesson that could be enhanced, with suggestions for improvement.

•Next Steps: Collaboratively developing a plan with targeted strategies and professional development opportunities to support the teacher's growth.

Support and Development

Observations are a key element of PRISM, our professional development framework. By providing individualized feedback and opportunities for research and learning, we aim to empower our teachers to refine their practice continuously. We encourage a culture of openness and collaboration, where teachers feel supported in their professional journey. To further support this process, we offer a range of professional development opportunities, including workshops, training sessions, recognized qualifications, and access to educational resources. Teachers are also encouraged to observe their peers, fostering a community of shared learning and mutual support. We aim for two observations per year but may be more if further support is required.

Appendix 3

PRISM Learning Walk Procedure and Guidance

'To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'

Rationale

Learning walks provide regular, structured opportunities for colleagues to go into learning spaces and view impact, engagement, consistency and standards. Learning walks offer real-time feedback to support improvement.

Schedule and Organization

Colleagues conduct brief (7-10 min) learning walks, using a clear framework.

The focus of the learning walk is shared in advance

The focus of the learning walk will link explicitly to the school PD cycle, ensuring expectations have already been explored

The recorded outcome is shared with the observee and data is collectively used by the school to identify areas for improvement.

Appendix 4

PRISM Book Scrutiny and Pupil Outcomes Procedure and Guidance

Pupil outcome/s scrutiny is integral to our Quality Improvement Policy as it provides valuable insights into student progress and informs on the impact of internal policy and practice. This process involves systematic examination of student work across subjects to assess learning outcomes, identifying strengths and areas needing improvement. Lines of enquiry include consistency in AfL, alignment with curriculum objectives, adherence to policy and student engagement levels. Methodology includes regular reviews by subject specialists, leaders, peers and collaborative feedback sessions. Outcomes are stored on BlueSky ensuring visibility of trends.

Appendix 5

Deep Dives

GFM Deep Dive Guide.docx

Further information

QI data is collected and shared in different ways.

We use the school BlueSky & HUBs to share data and outcomes

We use BlueSky to store PRISM information https://blueskyeducation.co.uk

The GFM Performance Review and Improvement Strategy Model (**PRISM**) connects our appraisal to our core values. PRISM is the GFM way of recognizing the holistic nature of the craft of teaching and encourages teachers to challenge themselves in a variety of highly personalized

'To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'